



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2009
Code: 12251591
SAU: MSAD 31
School: Hichborn Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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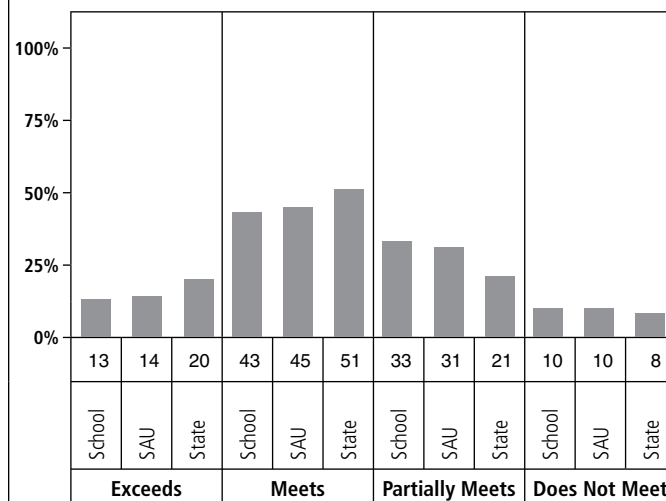
SUMMARY OF SCORES

Test Date: March 2009
Grade: 8
SAU: MSAD 31
School: Hichborn Middle School

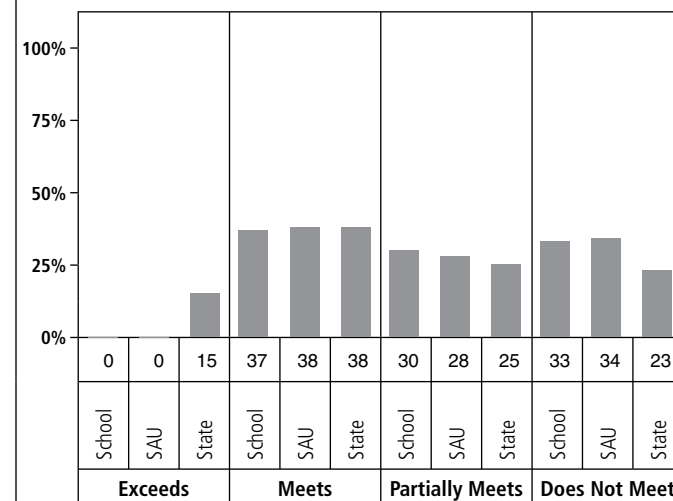
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	850	850	847
2007–2008	847	847	849
2008–2009	846	847	850
Cum. Avg.*	848	848	849
Mathematics			
2006–2007	843	843	842
2007–2008	834	835	841
2008–2009	837	837	843
Cum. Avg.*	838	838	842
Science			
2008–2009 **	842	842	846

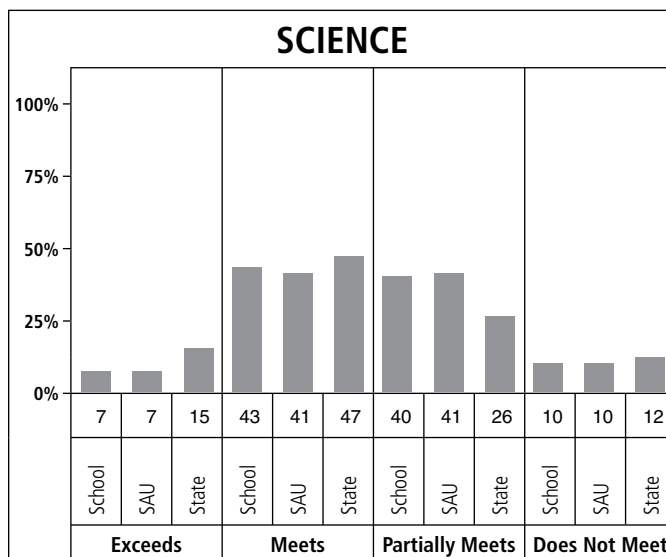
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

** Because science standards were reset in May 2009, no historical data are available

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 8
SAU: MSAD 31
School: Hichborn Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	31	100	30	100	14804	100	31	100	30	100	14659	99	31	100	30	100	14653	99	31	100	30	100	14626	99
Ethnicity African American/Black	0	0	0	0	377	3	0	0	0	0	366	97	0	0	0	0	371	98	0	0	0	0	367	97
American Indian or Native Alaskan	0	0	0	0	119	1	0	0	0	0	117	99	0	0	0	0	115	97	0	0	0	0	116	98
Asian or Pacific Islander	1	3	1	3	238	2	1	100	1	100	232	97	1	100	1	100	234	98	1	100	1	100	234	98
Hispanic	0	0	0	0	192	1	0	0	0	0	188	98	0	0	0	0	191	100	0	0	0	0	190	99
Caucasian/White	30	97	29	97	13878	94	30	100	29	100	13756	99	30	100	29	100	13742	99	30	100	29	100	13719	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	7	23	7	23	2489	17	7	100	7	100	2434	99	7	100	7	100	2424	98	7	100	7	100	2418	98
Current LEP	0	0	0	0	349	2	0	0	0	0	331	95	0	0	0	0	342	98	0	0	0	0	338	97
Economically disadvantaged	19	61	19	63	5460	37	19	100	19	100	5380	99	19	100	19	100	5377	99	19	100	19	100	5359	98
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100	0	0	0	0	6	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	24	77	23	77	12132	82	24	77	23	77	12124	82	24	77	23	77	12169	82
Identified disability (PET/IEP)	1	4	1	4	379	3	1	4	1	4	380	3	1	4	1	4	425	3
LEP	0	0	0	0	166	1	0	0	0	0	169	1	0	0	0	0	168	1
504 plan	1	4	1	4	200	2	1	4	1	4	200	2	1	4	1	4	202	2
Participation with accommodations	6	19	6	20	2349	16	6	19	6	20	2347	16	6	19	6	20	2288	15
Identified disability (PET/IEP)	5	83	5	83	1877	80	5	83	5	83	1862	79	5	83	5	83	1824	80
LEP	0	0	0	0	158	7	0	0	0	0	167	7	0	0	0	0	165	7
504 plan	0	0	0	0	70	3	0	0	0	0	70	3	0	0	0	0	66	3
Other	1	17	1	17	292	12	1	17	1	17	297	13	1	17	1	17	280	12
Participation through alternate assessment (PAAP)	1	3	1	3	178	1	1	3	1	3	182	1	1	3	1	3	169	1
Identified disability (PET/IEP)	1	100	1	100	178	100	1	100	1	100	182	100	1	100	1	100	169	100
LEP	0	0	0	0	7	4	0	0	0	0	6	3	0	0	0	0	5	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	38	0
Non-participation – other	0	0	0	0	113	1	0	0	0	0	117	1	0	0	0	0	140	1

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 8
SAU: MSAD 31
School: Hichborn Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 862–880)	2006-2007	9	20	8	19	2407	16
	2007-2008	8	15	7	14	3428	23
	2008-2009	4	13	4	14	2857	20
	Cum. Total*	21	16	19	15	8692	19
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 842–860)	2006-2007	25	56	25	58	7494	49
	2007-2008	30	56	29	57	7179	48
	2008-2009	13	43	13	45	7431	51
	Cum. Total*	68	53	67	54	22104	49
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 830–840)	2006-2007	7	16	6	14	3628	24
	2007-2008	12	22	11	22	2706	18
	2008-2009	10	33	9	31	2979	21
	Cum. Total*	29	22	26	21	9313	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 800–828)	2006-2007	4	9	4	9	1810	12
	2007-2008	4	7	4	8	1611	11
	2008-2009	3	10	3	10	1214	8
	Cum. Total*	11	9	11	9	4635	10

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	33.4	59.6	33.7	60.2	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.0	55.0	11.1	55.5	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	22.4	62.2	22.6	62.8	23.2	64.4

The MEA measures student achievement of the interconnected elements of the reading process based on questions related to literary and informational/persuasive reading passages. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 8
SAU: MSAD 31
School: Hichborn Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	30	4	13	13	43	10	33	3	10	846	29	14	45	31	10	847	14481	20	51	21	8	850
Ethnicity																						
African American/Black	0										0						362	8	43	29	20	843
American Indian or Native Alaskan	0										0						116	10	46	26	18	843
Asian or Pacific Islander	1										1						231	28	43	19	10	851
Hispanic	0										0						186	17	48	23	12	847
Caucasian/White	29	4	14	12	41	10	34	3	10	846	28	14	43	32	11	847	13586	20	52	20	8	850
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	1	17	4	67	1	17	837	6	0	17	67	17	837	2256	2	25	40	34	834
No	24	4	17	12	50	6	25	2	8	849	23	17	52	22	9	849	12225	23	56	17	4	853
Current LEP																						
Yes	0										0						324	5	34	36	26	838
No	30	4	13	13	43	10	33	3	10	846	29	14	45	31	10	847	14157	20	52	20	8	850
Economically disadvantaged																						
Yes	18	3	17	7	39	7	39	1	6	848	18	17	39	39	6	848	5277	10	46	29	15	844
No	12	1	8	6	50	3	25	2	17	844	11	9	55	18	18	844	9204	26	54	16	5	853
Migrant																						
Yes	0										0						5	0	40	60	0	841
No	30	4	13	13	43	10	33	3	10	846	29	14	45	31	10	847	14476	20	51	21	8	850
Gender																						
Female	15	2	13	8	53	4	27	1	7	849	15	13	53	27	7	849	7074	25	51	18	6	852
Male	15	2	13	5	33	6	40	2	13	843	14	14	36	36	14	844	7407	14	51	23	11	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						857	9	43	35	14	843
No	30	4	13	13	43	10	33	3	10	846	29	14	45	31	10	847	13624	20	52	20	8	850
Gifted/talented program																						
Yes	0										0						700	69	30	1	0	867
No	30	4	13	13	43	10	33	3	10	846	29	14	45	31	10	847	13781	17	52	22	9	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 8
SAU: MSAD 31
School: Hichborn Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	0	0	1	100	828	3	0	0	0	100	828	8	8	39	29	24	841
B. less than one hour	47	3	21	6	43	4	29	1	7	848	45	23	46	23	8	849	51	17	53	22	8	849
C. one to two hours	43	1	8	6	46	5	38	1	8	845	45	8	46	38	8	845	36	24	52	18	5	852
D. more than two hours	7	0	0	1	50	1	50	0	0	849	7	0	50	50	0	849	5	29	45	18	9	852
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	23	1	14	4	57	2	29	0	0	850	24	14	57	29	0	850	31	35	50	11	4	856
B. good	60	2	11	8	44	6	33	2	11	847	59	12	47	29	12	848	47	16	55	21	7	849
C. fair	10	0	0	1	33	2	67	0	0	842	10	0	33	67	0	842	18	5	47	33	15	842
D. poor	7	1	50	0	0	0	0	1	50	834	7	50	0	0	50	834	3	2	39	37	22	839
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	47	1	7	9	64	3	21	1	7	850	45	8	69	15	8	851	32	27	54	14	5	853
B. They match some of what I have learned.	47	3	21	4	29	6	43	1	7	846	48	21	29	43	7	846	52	18	53	22	8	850
C. They match just a little of what I have learned.	3	0	0	0	0	0	0	1	100	802	3	0	0	0	100	802	12	11	45	29	15	844
D. There is no match.	3	0	0	0	0	1	100	0	0	840	3	0	0	100	0	840	4	6	34	33	26	838
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	20	2	33	1	17	2	33	1	17	842	17	40	20	20	20	843	15	13	42	28	17	844
B. about the same as my regular schoolwork	70	2	10	12	57	6	29	1	5	849	72	10	57	29	5	849	64	19	53	20	7	850
C. easier than my regular schoolwork	10	0	0	0	0	2	67	1	33	836	10	0	0	67	33	836	22	25	52	16	6	852
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	10	1	33	1	33	1	33	0	0	850	10	33	33	33	0	850	8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	63	2	11	10	53	6	32	1	5	846	62	11	56	28	6	847	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	27	1	13	2	25	3	38	2	25	845	28	13	25	38	25	845	40	30	53	13	4	855
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	27	0	0	2	25	6	75	0	0	841	24	0	29	71	0	841	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	70	4	19	10	48	4	19	3	14	848	72	19	48	19	14	848	54	21	53	19	7	851
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	1	100	0	0	0	0	860	3	0	100	0	0	860	7	12	46	27	15	845
How much time do you spend reading at home each day?																						
A. more than one hour	30	2	22	5	56	1	11	1	11	852	31	22	56	11	11	852	19	26	53	15	6	853
B. 20 minutes to an hour	17	0	0	3	60	2	40	0	0	847	14	0	75	25	0	850	40	25	52	17	6	852
C. less than 20 minutes	7	0	0	0	0	2	100	0	0	840	7	0	0	100	0	840	15	18	51	21	10	849
D. I rarely read at home.	47	2	14	5	36	5	36	2	14	843	48	14	36	36	14	843	26	7	50	30	13	844
How do you feel about the following statement?																						
"My knowledge of reading will be useful to me as an adult."																						
A. strongly agree	33	3	30	3	30	4	40	0	0	850	34	30	30	40	0	850	42	27	51	15	6	853
B. agree	53	0	0	10	63	4	25	2	13	846	52	0	67	20	13	847	50	15	53	23	9	848
C. disagree	7	0	0	0	0	1	50	1	50	821	7	0	0	50	50	821	7	8	46	32	14	843
D. strongly disagree	7	1	50	0	0	1	50	0	0	853	7	50	0	50	0	853	2	6	39	35	21	840
Optional school/SAU question																						
A.	33	0	0	0	0	0	0	1	100	828	33	0	0	0	100	828						
B.	0										0											
C.	0										0											
D.	67	1	50	1	50	0	0	0	0	858	67	50	50	0	0	858						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 8
SAU: MSAD 31
School: Hichborn Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 862–880)	2006-2007	2	4	2	5	1952	13
	2007-2008	1	2	1	2	1657	11
	2008-2009	0	0	0	0	2116	15
	Cum. Total*	3	2	3	2	5725	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 842–860)	2006-2007	26	58	25	58	5870	38
	2007-2008	18	33	18	35	5956	40
	2008-2009	11	37	11	38	5443	38
	Cum. Total*	55	43	54	44	17269	39
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 830–840)	2006-2007	9	20	8	19	3982	26
	2007-2008	16	30	14	27	3729	25
	2008-2009	9	30	8	28	3556	25
	Cum. Total*	34	26	30	24	11267	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 800–828)	2006-2007	8	18	8	19	3534	23
	2007-2008	19	35	18	35	3579	24
	2008-2009	10	33	10	34	3356	23
	Cum. Total*	37	29	36	29	10469	23

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	24.9	44.5	24.8	44.3	28.6	51.1
A. Number	8	14	3.0	37.5	2.9	36.3	3.7	46.3
B. Data	16	29	8.2	51.3	8.2	51.3	8.9	55.6
C. Geometry	12	21	4.0	33.3	4.0	33.3	5.0	41.7
D. Algebra	20	36	9.7	48.5	9.7	48.5	10.9	54.5

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: MSAD 31
 School: Hichborn Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	30	0	0	11	37	9	30	10	33	837	29	0	38	28	34	837	14471	15	38	25	23	843
Ethnicity																						
African American/Black	0										0						367	6	24	26	44	831
American Indian or Native Alaskan	0										0						114	5	31	32	32	836
Asian or Pacific Islander	1										1						233	27	33	20	21	847
Hispanic	0										0						190	8	31	26	34	836
Caucasian/White	29	0	0	11	38	8	28	10	34	837	28	0	39	25	36	837	13567	15	38	25	22	843
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	0	0	2	33	4	67	825	6	0	0	33	67	825	2242	2	12	22	63	824
No	24	0	0	11	46	7	29	6	25	840	23	0	48	26	26	840	12229	17	42	25	16	846
Current LEP																						
Yes	0										0						336	6	18	26	51	829
No	30	0	0	11	37	9	30	10	33	837	29	0	38	28	34	837	14135	15	38	25	23	843
Economically disadvantaged																						
Yes	18	0	0	5	28	7	39	6	33	836	18	0	28	39	33	836	5270	6	30	28	36	835
No	12	0	0	6	50	2	17	4	33	838	11	0	55	9	36	838	9201	20	42	22	16	847
Migrant																						
Yes	0										0						5	0	0	40	60	828
No	30	0	0	11	37	9	30	10	33	837	29	0	38	28	34	837	14466	15	38	25	23	843
Gender																						
Female	15	0	0	6	40	3	20	6	40	838	15	0	40	20	40	838	7070	15	39	25	22	843
Male	15	0	0	5	33	6	40	4	27	836	14	0	36	36	29	835	7401	14	36	25	25	842
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						857	5	25	33	37	835
No	30	0	0	11	37	9	30	10	33	837	29	0	38	28	34	837	13614	15	38	24	22	843
Gifted/talented program																						
Yes	0										0						700	68	27	3	1	866
No	30	0	0	11	37	9	30	10	33	837	29	0	38	28	34	837	13771	12	38	26	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 8
SAU: MSAD 31
School: Hichborn Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	0	0	1	100	800	3	0	0	0	100	800	8	8	24	24	44	833
B. less than one hour	47	0	0	7	50	4	29	3	21	840	45	0	54	23	23	840	51	12	38	26	23	842
C. one to two hours	43	0	0	4	31	3	23	6	46	836	45	0	31	23	46	836	36	19	40	23	19	845
D. more than two hours	7	0	0	0	0	2	100	0	0	838	7	0	0	100	0	838	5	19	36	22	23	844
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	10	0	0	1	33	1	33	1	33	832	7	0	50	0	50	828	28	33	41	15	11	852
B. good	43	0	0	6	46	5	38	2	15	843	45	0	46	38	15	843	45	11	43	25	21	842
C. fair	33	0	0	3	30	3	30	4	40	835	34	0	30	30	40	835	21	3	27	35	35	834
D. poor	13	0	0	1	25	0	0	3	75	825	14	0	25	0	75	825	5	2	14	30	54	828
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	13	0	0	3	75	0	0	1	25	843	14	0	75	0	25	843	28	23	41	21	15	848
B. They match some of what I have learned.	53	0	0	6	38	6	38	4	25	838	55	0	38	38	25	838	52	13	40	25	21	843
C. They match just a little of what I have learned.	27	0	0	1	13	3	38	4	50	832	24	0	14	29	57	831	16	8	28	30	34	836
D. There is no match.	7	0	0	1	50	0	0	1	50	835	7	0	50	0	50	835	4	5	15	22	58	826
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	43	0	0	3	23	6	46	4	31	835	45	0	23	46	31	835	32	6	34	29	32	837
B. about the same as my regular schoolwork	40	0	0	5	42	3	25	4	33	839	38	0	45	18	36	839	52	13	41	25	20	843
C. easier than my regular schoolwork	17	0	0	3	60	0	0	2	40	836	17	0	60	0	40	836	16	39	35	13	13	853
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	67	0	0	7	35	6	30	7	35	838	66	0	37	26	37	838	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	27	0	0	3	38	3	38	2	25	838	28	0	38	38	25	838	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	7	0	0	1	50	0	0	1	50	823	7	0	50	0	50	823	7	12	27	27	35	837
How often do you use calculators in mathematics class?																						
A. almost every day	10	0	0	2	67	0	0	1	33	839	10	0	67	0	33	839	34	18	40	22	20	845
B. two or three days a week	43	0	0	5	38	4	31	4	31	837	45	0	38	31	31	837	35	14	38	26	21	843
C. two or three times each month	37	0	0	3	27	4	36	4	36	836	34	0	30	30	40	835	18	12	37	27	24	841
D. never or almost never	10	0	0	1	33	1	33	1	33	838	10	0	33	33	33	838	13	9	32	25	34	837
How often do you use laptops in mathematics class?																						
A. almost every day	3	0	0	0	0	1	100	0	0	834	3	0	0	100	0	834	9	13	38	23	26	841
B. two or three days a week	10	0	0	2	67	1	33	0	0	848	10	0	67	33	0	848	17	11	37	26	26	841
C. two or three times each month	37	0	0	4	36	4	36	3	27	839	38	0	36	36	27	839	28	15	40	25	20	844
D. never or almost never	50	0	0	5	33	3	20	7	47	833	48	0	36	14	50	833	46	16	36	24	23	843
How do you feel about the following statement? "My knowledge of mathematics will be useful to me as an adult."																						
A. strongly agree	37	0	0	4	36	5	45	2	18	838	38	0	36	45	18	838	52	19	41	22	18	846
B. agree	47	0	0	6	43	2	14	6	43	837	48	0	43	14	43	837	39	11	35	27	27	840
C. disagree	7	0	0	0	0	1	50	1	50	830	7	0	0	50	50	830	6	7	28	26	39	835
D. strongly disagree	10	0	0	1	33	1	33	1	33	838	7	0	50	0	50	837	3	4	25	28	43	832
Optional school/SAU question																						
A.	33	0	0	0	0	0	0	1	100	800	33	0	0	0	100	800						
B.	0										0											
C.	0										0											
D.	67	0	0	1	50	1	50	0	0	842	67	0	50	50	0	842						

SCIENCE RESULTS

Test Date: March 2009
Grade: 8
SAU: MSAD 31
School: Hichborn Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	2	7	2	7	2155	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)	2008-2009*	13	43	12	41	6687	47
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)	2008-2009*	12	40	12	41	3672	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)	2008-2009*	3	10	3	10	1749	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	29.2	52.1	29.1	52.0	32.0	57.1
D. The Physical Setting	31	55	15.5	50.0	15.4	49.7	17.1	55.2
D1/D2 Earth/Space	17	30	8.5	50.0	8.4	49.4	9.4	55.3
D3/D4 Matter and Energy/Force and Motion	14	25	7.0	50.0	7.0	50.0	7.7	55.0
E. The Living Environment	25	45	13.7	54.8	13.7	54.8	14.9	59.6

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 8
SAU: MSAD 31
School: Hichborn Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	30	2	7	13	43	12	40	3	10	842	29	7	41	41	10	842	14263	15	47	26	12	846
Ethnicity																						
African American/Black	0										0						360	4	31	35	30	835
American Indian or Native Alaskan	0										0						114	8	39	31	22	839
Asian or Pacific Islander	1										1						230	20	44	23	13	848
Hispanic	0										0						184	9	45	29	16	842
Caucasian/White	29	2	7	12	41	12	41	3	10	841	28	7	39	43	11	841	13375	15	47	25	12	846
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	1	17	4	67	1	17	834	6	0	17	67	17	834	2221	3	22	36	38	832
No	24	2	8	12	50	8	33	2	8	844	23	9	48	35	9	844	12042	17	51	24	7	848
Current LEP																						
Yes	0										0						331	4	20	39	37	832
No	30	2	7	13	43	12	40	3	10	842	29	7	41	41	10	842	13932	15	48	25	12	846
Economically disadvantaged																						
Yes	18	1	6	5	28	10	56	2	11	839	18	6	28	56	11	839	5184	6	40	33	21	840
No	12	1	8	8	67	2	17	1	8	846	11	9	64	18	9	846	9079	20	51	21	8	849
Migrant																						
Yes	0										0						5	0	0	80	20	829
No	30	2	7	13	43	12	40	3	10	842	29	7	41	41	10	842	14258	15	47	26	12	846
Gender																						
Female	15	1	7	5	33	8	53	1	7	840	15	7	33	53	7	840	6953	14	47	28	11	846
Male	15	1	7	8	53	4	27	2	13	844	14	7	50	29	14	843	7310	16	46	24	13	846
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						828	5	35	40	20	839
No	30	2	7	13	43	12	40	3	10	842	29	7	41	41	10	842	13435	16	48	25	12	846
Gifted/talented program																						
Yes	0										0						699	65	34	2	0	865
No	30	2	7	13	43	12	40	3	10	842	29	7	41	41	10	842	13564	13	48	27	13	845

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 8
SAU: MSAD 31
School: Hichborn Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	0	0	1	100	824	3	0	0	0	100	824	8	8	34	28	30	837
B. less than one hour	47	2	14	8	57	3	21	1	7	847	45	15	54	23	8	847	51	14	48	27	11	846
C. one to two hours	43	0	0	5	38	7	54	1	8	839	45	0	38	54	8	839	36	19	48	24	9	848
D. more than two hours	7	0	0	0	0	2	100	0	0	836	7	0	0	100	0	836	5	17	49	20	14	847
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	10	0	0	2	67	0	0	1	33	841	7	0	50	0	50	838	23	27	47	17	8	851
B. good	53	1	6	6	38	9	56	0	0	842	55	6	38	56	0	842	53	15	50	26	10	847
C. fair	27	0	0	4	50	3	38	1	13	841	28	0	50	38	13	841	20	4	43	35	18	840
D. poor	10	1	33	1	33	0	0	1	33	844	10	33	33	0	33	844	4	4	27	34	35	834
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	20	0	0	4	67	1	17	1	17	842	17	0	60	20	20	841	26	20	49	23	9	849
B. They match some of what I have learned.	37	0	0	5	45	5	45	1	9	841	38	0	45	45	9	841	51	14	48	26	11	846
C. They match just a little of what I have learned.	33	1	10	2	20	6	60	1	10	838	34	10	20	60	10	838	18	13	44	28	15	844
D. There is no match.	10	1	33	2	67	0	0	0	0	856	10	33	67	0	0	856	4	5	33	30	32	836
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	28	2	25	1	13	4	50	1	13	843	29	25	13	50	13	843	32	13	45	28	14	844
B. about the same as my regular schoolwork	59	0	0	10	59	6	35	1	6	842	61	0	59	35	6	842	56	15	49	25	11	847
C. easier than my regular schoolwork	14	0	0	2	50	1	25	1	25	840	11	0	33	33	33	837	11	21	43	22	13	847
How hard did you try on the science part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	47	1	7	6	43	6	43	1	7	843	45	8	38	46	8	842	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	47	1	7	6	43	5	36	2	14	840	48	7	43	36	14	840	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	7	0	0	1	50	1	50	0	0	844	7	0	50	50	0	844	6	8	36	29	26	839
Which courses do you plan to take before you graduate from high school?																						
A. earth and space science and/or biology	17	1	20	3	60	0	0	1	20	848	17	20	60	0	20	848	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	37	0	0	4	36	7	64	0	0	840	38	0	36	64	0	840	23	17	49	22	12	847
C. the course(s) described in B, plus physics	13	0	0	0	0	2	50	2	50	827	14	0	0	50	50	827	21	31	44	17	7	852
D. a life science and physical science class	33	1	10	6	60	3	30	0	0	846	31	11	56	33	0	846	30	7	46	32	14	842
How well does the following statement reflect your future goals? "I am interested in a career related to science, technology, engineering, or mathematics."																						
A. strongly agree	20	1	17	3	50	1	17	1	17	845	21	17	50	17	17	845	27	23	47	20	10	849
B. agree	20	0	0	4	67	2	33	0	0	845	21	0	67	33	0	845	37	14	47	27	12	846
C. disagree	40	1	8	4	33	6	50	1	8	841	41	8	33	50	8	841	25	11	48	29	12	845
D. strongly disagree	20	0	0	2	33	3	50	1	17	836	17	0	20	60	20	834	11	9	44	31	17	842
How do you feel about the following statement? "My knowledge of science will be useful to me as an adult."																						
A. strongly agree	23	0	0	4	57	3	43	0	0	846	24	0	57	43	0	846	31	22	46	22	10	849
B. agree	37	2	18	5	45	3	27	1	9	846	38	18	45	27	9	846	50	14	49	26	11	846
C. disagree	23	0	0	3	43	4	57	0	0	837	21	0	33	67	0	835	14	9	45	31	15	843
D. strongly disagree	17	0	0	1	20	2	40	2	40	833	17	0	20	40	40	833	5	3	38	34	25	837
Optional school/SAU question																						
A.	33	0	0	0	0	0	0	1	100	824	33	0	0	0	100	824						
B.	0										0											
C.	0										0											
D.	67	0	0	1	50	1	50	0	0	844	67	0	50	50	0	844						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number